

Unit Planning: Student Services For 2008-2009

Department: Women's Program

Section I: Data Elements

Due December 7th, 2007

	2004-05	2005-06	2006-07
Unit Effectiveness			
Enhances Student Engagement			
Number of service contacts			
Women's Center user counts	19,895	20,669	15,740
Center phone calls	4,782	5,183	5,323
Center computer use	6,718	7,526	7,153
Center financial aid peer assistance (Jan - June 06)		749	1,029
ACCESS Program student contacts	377	456	610
Center video /brown bags	129	200	86
Number of unduplicated participants			
Women Starting College workshops	92	405	411
Transitions to Success(TTS) orientations	496	361	305
Transitions to Success participants (see also instruction)	285	272	244
Transiciones participants	--	--	46
ACCESS mentorship participants	9	8	6
Taste of TTS workshops		161	69
Demographics of individuals served <u>TTS students F05 &F06:</u>		82% high school diploma or equivalent: 15% women of color Age:38% 18-30 31%31-40 17%41-50 14% 50+ Economic status: 67% unemployed 71% low income	<u>TTS students fall 2006</u> <u>Education:</u> 14% no HS diploma 66% HS diploma or GED 11% trade school 5% AA degree or higher. <u>Ethnicity:</u> 13% self report as women of color. <u>Age:</u> 29% 18-30 (20% 18-25) 27%31-40 30%41-50 14% 50+ <u>Household data:</u> 57% report as single parents 22% self report as displaced homemakers <u>Economic status:</u> 63% unemployed
Other evidence of enhancing engagement		79% respondents	

Women's Center services survey	2004-05	2005-06 rated Center as very important to their success	2006-07 81% respondents rated Center as very important to their success (2% increase over prior year)
Enhances Student Learning			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)		Yes, see narrative	Yes, see narrative
Enhanced student persistence		See Center survey	See Center survey
Other learning enhancement data			
Enhances Student Satisfaction			
ACT student satisfaction data			
CCSSE satisfaction data		TTS summer	
Other evidence of enhancing satisfaction		98% rated service as good or excellent	98% rated service as good or excellent
Women's Center services survey	98% good or excellent	98% rated service as good or excellent	98% rated service as good or excellent
Unit Efficiency			
		Center minimally staffed	Center minimally staffed, staff absorbed functions from budget reductions
(Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)		Center is high use with 20,699 student/visitor contacts in 05/06	Center is high use with 15,740 student/visitor contacts in 06/07 a 101% increase since 2000/01. Fewer contact #s since prior year corresponds to change in validation enrollment status (see narrative)
Total general fund budget		W Program Admin \$202,552.75 W Center \$102,793.42	W Program Admin \$190,820 W Center (salary +OPE) \$141,536 Total \$332,356
Budget from other sources (i.e., student fees, grants, etc.)		\$98,723.45	\$ 23,653(from ASLCC fees) \$557.5 other fees & charges \$ 18,156 Perkins Total: \$42,367
Other evidence of efficient use of resources		Use of students for peer assistance	Use of students for peer assistance
Unit Essentialness			
Essential to completing a business process with students			
Essential to an effective educational experience		Yes see narrative	Yes see narrative
Legally mandated		Yes (director)	Yes (director role in complaint processes)
Other evidence of essential service			

Additional Comments/Clarifications to Student Services data elements

1. Unit Effectiveness

a. Engagement:

- Women's Center has very high usage. Some decrease of service contacts occurred with changes in the verification of enrollment students needed to charge books at the Bookstore. Prior to 2006/07 students had their enrollment verified on the second floor of Building One resulting in extremely high foot traffic at the beginning of each term. In 2006/07 this process was changed to an electronic check at the Bookstore. Despite this drop in foot traffic, overall Women's Center usage and service provision is still extremely high. For example, appointments for peer financial aid assistance increased 37% over the prior year.
- Center use rose steeply when Student Services moved to Building One due to proximity and visibility of all services.
 - User count for Center 2000-2001 7,849
 - User count for Center 2006-2007 15,740- increase of *101%*
- The Center is the hub for Women's Program services and programs; it provides direct support and services for students, access and information about instructional programs, and acts as a *home base* where students connect and build community. Connection to and engagement in the institution is a basis for both student persistence and learning.
- Data from the 2007 *Women's Center user/visitor survey* provides evidence of this engagement:
 - Survey respondents each had multiple reasons for their visit with an average of 3 reasons per person. This shows that the **students consider the Center a multi-use area**. They can get several tasks done in one spot. It is a place to socialize, do homework and get information and support. Students often **study together** in the Center and that is ranked #4 on the list of reasons they visited.
 - **Socialization and peer support** were ranked #1 and #5 out of 11 reasons for using the Center which shows how important it is to students to have a place to make social connections. The front desk staff are trained to provide a supportive, respectful and welcoming environment. Ideally each person is greeted upon entering and if they become a regular visitor staff learn their names. Visitors feel accepted, safe and that they "belong."
 - 80% of respondents used Center services when they started at Lane. 94% of these rated use of the Center as important or very important to their success.

b. Learning

Student learning takes place in many ways through Women's Program services:

- Women Starting College workshops –these are orientation/advising workshops for entering students that are focused for women's needs.
- Transitions to Success orientations provide the opportunity to learn about Transitions as an integrated first year entry program for women, the benefits of learning communities, support and resources for students, and have engagement with current transitions students as peer mentors.
- Center financial aid peer assistance: The three **computers are used heavily** both for tasks that require staff assistance and for tasks students can work on independently. **39% of our visitors come with questions about Financial Aid** processes or for assistance with the application process. Student workers are trained extensively by the Women's Center Coordinator before they assist with these tasks. Ongoing training is also provided by Financial Aid Advisors.
- Women's Center student staff are trained using a checklist of needed competencies and progress rates for each part time and student worker to better serve students and monitor student worker learning.
- Student workers in both the Women's Center and Transitions are in Cooperative Education placements
- Center also directly supports learning through entry & retention services and counseling, workshops, and events; faculty refer students for services. Women's Program philosophy is grounded in students' empowerment so interactions are also learning experiences.
- Entry, persistence, advising and support services for Transitions students are geared to student development and learning.

Learning activities meet/enhance all 5 of the CCSSE benchmarks

c. Satisfaction

- Women's Center visitor/student users
 - Services day of visit: 98 % of visitors ranked the services they received as very good to excellent, with fully 84 % indicating an "excellent" rating.
 - Services in general: 98 % very good to excellent with 81 % of those indicating excellent
- Student evaluations of the Transitions to Success program are done each term in addition to the online course evaluations. Students are highly satisfied with the program. Sample data from fall 2007 indicates that 100% of students report they achieved or made progress on personal/career goals, and an average of 98% plan to continue education at Lane. The majority if students indicate they would not have enrolled at Lane without the Transitions program.

2. Unit Efficiency

- Very high student demand for Women's Center services (*15,740 users in 06/07*) with a minimal number of staff who assist students with a wide variety of needs. The Women's Center front desk is the hub of Women's Program services and classes. Center assists many entry-point students who need staff assistance with learning Express Lane and financial aid functions (*7,153 student computer log- ins 06/07*). Most of the coverage at the front desk and student assistance is provided by student workers. Total Women's Center contracted staffing is 1.85 FTE.

- Array of programs and services offered compared to general fund allocation is accomplished through use of student workers as peer assistance, part time staff, and other funding sources. Two programs, ACCESS, a program for students in or exploring non traditional careers, and Transiciones, a program for Spanish speaking women, have only part time staff and are totally funded through Perkins and an allocated portion (\$1 per term) of the ASLCC student fee.

3. Unit Essentialness

- Research on student learning, persistence and retention (Pascarella, E. T. and Terenzini, P.T. (2005). *How college affects students: A third decade of research*) shows that combining academic and social interactions, integrating student services and instruction, increasing engagement, front loading services are all important to student learning and success. The Women's Program exemplifies these principles as well as providing community and connection.
- Provides a supportive and welcoming climate for women students: a SAGA best practice.
- The Council for the Advancement of Standards (CAS) in Higher Education has set standards and benchmarks in student services since 1979: the Women's Program *meets CAS standards for programs & services for women*.
- *CAS standards* include seeing the student as a whole person. The student is seen as a unique individual, with a specific culture and life history. From this perspective, services must be comprehensive and recognize *diverse needs*. The Women's Program meets this standard.
- American Association of Community Colleges Leading Forward project also emphasizes the importance of attending to difference for student success:
 - Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.
 - A welcoming community that engages all of its diversity in the service of student and organizational learning. (AACU)
- All students are not the same, and effective retention, persistence and student success programs and services mean that students need services focused for their specific needs: *diverse students need diverse services*
- There are no legal requirements for having the Women's Program: The director's role in harassment compliance, ADA compliance, Title IX, meets legal requirements. Role in coordinating student code/student complaints/student judicial system is required for accreditation.

Section II: Accomplishments

This was submitted online (Accomplishments)

Section III: Planning for efficiencies, productivity and revenue enhancements:

Due December 7, 2007

2008-2009 (FY 09)

1. Efficiencies and Productivity: (Include impact, consequences, and comments)

- The position of Coordinator of the Transitions Program was cut effective FY07 through the budget reduction process resulting in reduced administrative costs for the program. Program staff have reorganized work processes to absorb this administrative reduction so there is the least impact on students.
- FY08 the director assumed the responsibilities of acting AVP for Student Services and Director of Workforce Development. Her time allocated to the whole Women's Program was reduced to 10 -15% of her FTE. In addition administrative support for the program was cut from 1.5 administrative support positions to .875FTE. The Women's Center Coordinator has assumed lead responsibilities for the program. Given the reductions, staff have worked to integrate services provided by the Women's Center and Transitions. The program continues to provide model services for student success as well as a model first year experience for women students.
- FY09 The management of the Women's Program will continue to be part of a manager's load so the savings from the reductions in administration and administrative support will continue.

2. Revenue Enhancements: (Include impact, consequences, and comments)

- The Program is considering a request to ASLCC for a \$1-2 increase in the \$1 allocated to the Women's Program. This would provide \$26,000 -\$50,000 additional revenue which could be used for program expansion, including stabilization of the Transiciones program.

Section IV: This section is targeted to the three funding sources: Carl Perkins, Student Technology Fee, Curriculum Development, Deadline: January 31, 2008)

This will be online